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ABSTRACT

Especially designed for students who show management potential, this course is designed to teach effective management and control of the food service area of an establishment. Emphasis is placed on labor control, supplies (other than food), utilities, laundry, and uniforms. Course content includes goals, specific objectives, management, labor controls, departmental relations, miscellaneous supplies, and equipment repair and replacements. Utilities, sanitation, butchering, and carving are also studied. Prior to entry into this course the student will display mastery of the skills covered in "Receiving and Storing Occupations." A bibliography, food and occupation information sheets, and a posttest are appended. (NH)

ED 098336

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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Course Outline

COMMERCIAL COOKING AND BAKING - 9193
(Managerial Occupations)

Department 48 - Quin 9193.24

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1974

ED 098336

D A D E C O U N T Y P U B L I C S C H O O L S

1 4 5 0 N O R T H E A S T S E C O N D A V E N U E

M I A M I, F L O R I D A 33132

Course Outline

COMMERCIAL COOKING AND BAKING - 9193
(Managerial Occupations)

Department 48 - Ouin 9193.24

county office of

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Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

February, 1974

Published by the School Board of Dade County

Course Description

9197	48	9197.04	Managerial Occupations
State Category Number	County Dept. Number	County Course Number	Course Title

This course is especially designed for students who show management potential. It is designed to teach effective management and control of that area of a food service establishment commonly referred to as the "back of the house." Emphasis is placed on labor control, supplies (other than food), utilities, laundry and uniforms. The program deals with equipment repair, replacement and depreciation, departmental relations and effective samitation practices. This is a two or three quinmester credit course.

Indicators of Success: Prior to entry into this course, the vocational student will display mastery of skills indicated in Receiving and Storing Occupations (9197.03).

Clock Hours: 90

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PREFACE

This quinmester course is designed as a guide to develop the understanding of the advanced student in cooking and baking. It focuses especially on that student who has the potential for managerial occupations.

The student must have successfully completed Receiving and Storing Occupations (9193.23) before entering this course. The course is 90 hours in length and consists of 10 blocks of instruction which are further subdivided into several units each.

It is designed to teach effective management and control of that area of a food service establishment commonly called the "back of the house." Emphasis is placed on labor control, supplies, utilities, laundry, uniform, equipment repair, replacement and depreciation, departmental relations and effective sanitation practices. Butchering and carving are also discussed.

The student will learn through lectures, group discussions, individual assignments, resource persons, research, audiovisuals and practical experiences.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee and the Vocational Curriculum Materials Service, and has been approved by the Dade County Vocational Curriculum Committee.

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with Suggested Hourly Breakdown

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Getting the Job Done	1
Planning and Scheduling	1
Developing Workers	1
Managing Resources - Getting Results	1
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Self-Improvement	1
Maintain a Cooperative Work Force	2
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Information Sheets:
Carving Techniques
Beef Chart
Veal Chart
Lamb Chart
Pork Chart
Applying for a Job
The Management Process
Your Job Can be Easier
Exit Interview

GOALS

The student will be able to:

1. Demonstrate the skills of a manager by filling any of the occupations in the house.
2. Calculate the cost of each food item on the menu.
3. Demonstrate understanding and acceptance of each employee.
4. Construct intrapersonal situations that promote good departmental relations.
5. Determine the best type of laundry services for the house.
6. List articles of clothing needed for complete uniform attire.
7. Examine equipment and determine needed repairs.
8. Assist in establishing replacement and depreciation guidelines.
9. State methods for an effective sanitation program.
10. Exhibit the ability to identify parts of a carcass and successfully cut the carcass into smaller parts.
11. Demonstrate an understanding that expert carving spells profit or loss to the house.
12. Exhibit the ability to identify techniques in successful management and control.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - MANAGEMENT

The student must be able to:

1. Define decision-making principles.
2. State how management controls people.
3. Identify situations requiring positive action.
4. Exhibit the ability to reconcile differences.

BLOCK II - LABOR CONTROLS

The student must be able to:

1. Demonstrate an understanding of selecting employees through interviews.
2. Determine the functions that would stimulate initiative.
3. Exhibit the ability to readjust the work schedule.

BLOCK III - DEPARTMENTAL RELATIONS

The student must be able to:

1. Exhibit the ability to set goals and motivate people to work toward them.
2. Demonstrate an understanding of behavorial attitudes of employees.

BLOCK IV - HOUSE MISCELLANEOUS SUPPLIES

The student must be able to:

1. Prepare a list of the most appropriate table appointments.
2. Determine what small equipment is needed for the "back of the house."

BLOCK V - EQUIPMENT IN USE

The student must be able to:

1. Perform inspection duties and list needed repairs.
2. Determine who should make needed repairs.
3. Calculate on needed replacements when making the budget.
4. Prepare a list of the value of depreciated items.

BLOCK VI - UTILITIES

The student must be able to:

1. Determine the kinds of utility services in the house.
2. List the equipment used in each service area.
3. Determine factors related to good economy practices.

4. Define the best use for each utility
5. State regular inspection intervals for service agencies.

BLOCK VII - SANITATION

The student must be able to:

1. State the manipulative skills involved in sanitation.
2. List the necessary cleaning agents and tools.
3. Perform the skills reflecting good sanitary practices.

BLOCK VIII - BUTCHERING

The student must be able to:

1. Identify parts of the carcass and cut the meat into classified pieces.
2. Determine the actual cost per pound excluding waste.

BLOCK IX - CARVING

The student must be able to:

1. List the tools used in carving.
2. Demonstrate the techniques of carving.

BLOCK X - QUINMESTER POST-TEST

The student must be able to:

1. Satisfactorily complete the quinmester post-test.

Course Outline

COMMERCIAL COOKING AND BAKING - 9193
(Managerial Occupations)

Department 48 - Ouin 9193.04

I. MANAGEMENT

A. Responsibilities
   1. Establish priorities
   2. Emphasize lines of authority
   3. Consistency in demands

B. Understanding the Organization
   1. Type
   2. Logical work areas
   3. Present operation methods

C. Getting the Job Done
   1. Clear and specific demands
   2. Expectancy goals
   3. Resolve problems immediately

D. Planning and Scheduling
   1. Analyze job requirements
   2. Work capability of unit
   3. Plan work load
   4. Realistic goals

E. Developing Workers
   1. Type
   2. Qualifications
   3. Review progress
   4. Upgrade skills

F. Managing Resources - Getting Results
   1. Manpower
   2. Space
   3. Money
   4. Time
   5. Supplies
      a. Food
      b. Non-food

II. LABOR CONTROLS

A. Expectations
   1. Requirements
   2. Evaluations
   3. Final decision

B. Self-Improvement
   1. Recognize shortcomings

2. Improve abilities
3. Develop positive relationships
4. Improve work situation

C. Maintain a Cooperative Work Force
1. Interview
2. Test
3. On-the-job training
4. Analyze service
5. Incentives
   a. Attendance
   b. Punctuality
   c. Performance
6. Transfer
7. Reassign
8. Encourage
9. Share current information
10. Adjust differences
11. Improve safety and welfare
12. Order - latitude
13. Fitting personnel to work load
14. Comment card
15. Suggestion system
16. Employee meeting
17. Rotating jobs
18. Vacations with pay
19. Sick leave
20. Retirement

III. DEPARTMENTAL RELATIONS

A. Techniques
1. Scope
2. Goals
3. Supervision

B. Self-Realization
1. Tolerance
2. Responsibility
3. Identity
4. Morale

C. Personal Appearance
1. Personality
2. Uniforms
   a. Type and color
   b. Aprons
   c. Headgear
3. Employees responsibilities
   a. Supply uniforms, aprons
   b. Laundry
   c. Shoes

IV. HOUSE MISCELLANEOUS SUPPLIES

A. Linen
   1. Napery
      a. Single damask-weave cotton
      b. Double damask-weave cotton
   2. Tablecloths
      a. Rectangle
      b. Round
   3. Napkins
      a. Tea
      b. Breakfast
      c. Lunch
   4. Other finishes
      a. Rayon
      b. Nylon
      c. Plastics

B. Cotton Items
   1. Back of the house
      a. White cooks' aprons
      b. Toweling
         (1) White
         (2) Side towels
      c. Hats
   2. Dining area
      a. Aprons
      b. Maitre d's jackets

C. Paper Supplies
   1. Table mats
   2. Tablecloths
      a. Sized
      b. Yardage
   3. Napkins
   4. Straws
   5. Cooks' hats
   6. Food protectors
      a. Aluminum foil
      b. Wax coated
      c. Plastic
      d. Paper bags
   7. Cups

D. Insecticides

E. Sanitary Aids
   1. Detergent
   2. Ammonia
   3. Bleach
   4. Brushes
      a. Hand grip
      b. Short handle
      c. Long handle
   5. Sponges

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6. Silver polish
7. Stainless steel polish
8. Cleansers

F. Flatware
   1. Finish
      a. Silver
      b. Silver plate
      c. Stainless steel
   2. Items
      a. Spoons
         (1) Tea
         (2) Iced tea
         (3) Soup or bouillon
         (4) Tablespoons
      b. Knives
      c. Forks
      d. Paper cup holders

G. Dishes
   1. Finish
      a. China
      b. Pottery
         (1) Semi-vitreous
         (2) Vitreous
      c. Plastic
   2. Items
      a. Plates
         (1) Various patterns
         (2) 5 - 9 Inch size
         (3) Flat
         (4) Compartmented
      b. Platters
         (1) Various patterns
         (2) Various sizes
         (3) Flat
         (4) Compartmented
      c. Cups and saucers
      d. Bowls
         (1) Cereal
         (2) Soup
         (3) Monkey dishes
   3. Miscellaneous
      a. Holders
      b. Large platters
      c. Shakers
   4. Popular names
      a. Melamie
      b. Lenox
      c. Syracuse
      d. Haviland
      e. Pickard
      f. Linberton

5. Imports
   a. Spode
   b. Wedgwood
   c. Minton
   d. Staffordshire
   e. Haviland
   f. Delft
   g. Rosenthal
   h. Ginori
   i. Majolica

H. Glassware
   1. Glass
   2. Plastic

I. Back of the House Utensils
   1. Trays
   2. Racks
   3. Juice dispensers
   4. Cream dispensers
   5. Butter cutter
   6. Scoops
      a. Ice cream
      b. Flour
      c. Sugar
      d. Cocoa
   7. Cleaners
   8. Ladles
      a. Soup
      b. Vegetable
      c. Gravy
   9. Knives
      a. French
      b. Boning
      c. Ham
      d. Paring
      e. Bread
   10. Thermometers
   11. Food containers
   12. Pie trimmers
   13. Pie pans
   14. Cake pans
      a. Round
      b. Square
      c. Sheet
   15. Spoons
      a. Slotted
      b. Solid
   16. Pots
   17. Pans
   18. Strainers

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19. Colanders
20. Whips - beaters
21. Cook's forks
22. Bread board
23. Mallet
24. Meat saw
25. Garbage cans
26. Turners
27. Urns
28. Pastry bags, tubes

V. EQUIPMENT IN USE

A. Equipment Repair
   1. Electric troubles
      a. Warnings
         (1) Humming noises
         (2) Excessive dimness
         (3) Dead signals
         (4) Static thermostats
      b. Check methods
         (1) Fuse
         (2) Switch
         (3) Overload
      c. Precautionary measures
         (1) Ground wires
         (2) Disconnect, check
   2. Plumbing troubles
      a. Water cutoff
      b. Plumber's snake
      c. Plunger
      d. Grease traps
   3. Gas problems
      a. Gas cutoff
      b. Lighted matches
   4. Physical plant
      a. Hinges
      b. Windows
      c. Doors

B. Replacements
   1. Wear
   2. Theft
   3. Loss

VI. UTILITIES

A. Gas
   1. Bottle gas
      a. Measured tank
      b. Metered tank
   2. Natural
   3. Precautionary measures
   4. Fire extinguisher

V - UTILITIES (Contd)

B. Electricity - AC, DC Currents
   1. Circuits
      a. Fuses, fusestats
      b. Outlets
   2. Accessible parts
   3. Labeled designations
   4. Voltage standards
   5. Precautionary measures
      a. Exposed wires
      b. Shock dangers
      c. Overloaded lines
   6. Electrical equipment
   7. Fire extinguishers

C. Telephone Service
   1. Office private phone
   2. Pay phone
      a. Location
         (1) Dining area
         (2) Extension in office area
      b. Calls
         (1) Incoming free
         (2) Toll on outgoing

VII. SANITATION
   A. Laundering Activities
      1. Sorting
      2. Washing
      3. Drying
      4. Folding
      5. Storing

   B. Automatic Washers
      1. Top-loading
         a. Agitator
         b. Central shaft
      2. Front-loading
         a. Tumble
         b. Drop action
      3. Machine construction
         a. Accessible motor
         b. Finish
            (1) Porcelain
            (2) Baked enamel
      4. Safety features
         a. Automatic adjustment
         b. Safety lid
      5. Washer-dryer combination

   C. Laundry Products
      1. Soap
      2. Detergent

3. Water softener
4. Bleach
5. Fabric softener
6. Labels

D. Dryer

E. Commercial Laundry Service

F. Laundromat Service

G. Dish Machine
   1. Techniques
      a. Prepare dishware
      b. Prepare flatware
      c. Detergent
      d. Principles of operation
      e. Safety measures
   2. Care of the machine
      a. Off buttons
      b. Drainage
      c. Removable parts
   3. Racks

H. Care of Refrigerators
   1. Storage
   2. Ice machine

I. Stoves, Ovens, Cookers

J. Principles of Floor and Wall Care

VIII. BUTCHERING

A. The Meat Cutter
   1. Techniques of meat cutting
   2. Tools

B. The Carcass
   1. One-quarter animal
      a. Shoulder
      b. Hind part
   2. One-half animal
   3. Degree of marbling
   4. Grade
   5. Pork
      a. Shoulder, picnic
      b. Butts
      c. Loin - chops
      d. Ribs
      e. Ham
   6. Lamb
      a. Shoulder
      b. Breast

VIII - BUTCHERING (Contd.)

c. Loin - chops
d. Chuck
e. Leg

7. Veal
   a. Shoulder
   b. Breast
   c. Loin
      (1) Chops
      (2) Cutlets
   d. Leg

8. Beef
   a. Chuck
      (1) Steak
      (2) Roast
   b. Rib - Loin
      (1) Rib steak
      (2) Roast
      (3) Sirloin
      (4) T-Bone
      (5) Short ribs
   c. Top round
   d. Bottom round

IX. CARVING

A. Techniques

B. Tools

C. Meat for Carving
   1. Position on board
   2. Surface

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Films:

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1.	Assignments: Weights and Measures. 16 mm. 14 min. B/W. EBEC.	1-10448
2.	Electric Circuits. 16 mm. 10 min. B/W. McGraw-Hill	1-01890
3.	Electricity: Principles of Safety. 16 mm. 11 min. Color. Coronet.	1-01910
4.	Employment Interview. 16 mm. 11 min. B/W. McGraw-Hill	1-04045
5.	Gas For Home and Industry. 16 mm. 10 min. B/W. EBEC.	1-11590
6.	Let Habit Help. 16 mm. 13 min. B/W. National Safety.	1-11341
7.	Lindsey Hopkins Vocational School. 16 mm. 26 min. B/W. Ext. Div. Safety.	1-31338

8. Make Your Own Decision. 16 mm. 11 min. B/W. Coronet. 1-00202

9. Making Friends. 16 mm. 11 min. B/W. EBEC. 1-00266

10. No Limit to Learning. 16 mm. 29 min. Color Couillard. 1-30104

11. Planning Your Career. 16 mm. 18 min. B/W. EBEC. 1-10323

12. Responsibility. 16 mm. 14 min. B/W. McGraw-Hill. 1-10106

Transparencies:

13. Accurate Measurement of Weight. B/W. Ideal 2-00027

14. Accurate Measurement of Weight. B/W Ideal 2-00162

Slides:

15. Exhibit Techniques I. Color. (1-20). ST 5-20071

16. Exhibit Techniques II. Color. (21-40) ST 5-20018

17. Vocational and Technical Education. Color. 5-50030

Filmstrips:

18. Better Materials Mean Better Values. 16 mm. 12 min. Color. Sound. 79 Frames. (Modern Talking Picture Service.) Educators Progress Service, Inc. Randolph, Wis.

19. Better Way, The. 16 mm. 17 min. Color. Sound. (Metropolitan Wire Goods Corporation.) Educators Progress Service, Inc., Randolph, Wis.

20. Dishwashing - A Dirty Story. 16 mm. 17 min. Color. Sound. (Association-Sterling Films.) Educators Progress Service, Inc., Randolph, Wis.

APPENDIX

Quinmester Post-Test Sample

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Quinmester Post-Test

Name _____ Date _____ Score ___

True-False Test Items

Each of the following statements is either true or false. If the statement is true, draw a circle around the letter T following it: if the statement is false, draw a circle around the F. If a statement is false in part, it is entirely false.

1. Sometimes paying more per volume is more economical. T F
2. The raw food cost is the foundation of portion cost. T F
3. The dish machine cleans all items with a spraying action. T F
4. All dishes are machine washable. T F
5. The machine sanitizes china and flatware. T F
6. The machine holds hot water over a long period of time. T F
7. A highly polished kitchen floor denotes good housekeeping practices. T F
8. If flour is stored high, it is easier to weigh. T F
9. Platform scales can be used to store accounted for food items. T F
10. Scales are not always in the storage area. T F
11. The sanitary engineer must be responsible for storage on floors. T F
12. Employees should wash their hands often. T F
13. Food handlers must be responsible for germ carriers. T F
14. The food handler's card is a licnese to work. T F
15. Personal grooming practices reflect the manager's attitude. T F
16. Sick leave and insurance cost the employee. T F
17. A nonalkaline detergent is hard on the dish machine. T F
18. Hexachlorophene combats bacteria. T F
19. The pot sink should be shared with hand washing techniques. T F
20. Laundering is not a factor in food cost. T F

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Multiple Choice Test Items

Each statement needs a word, a figure, or a phrase to make it correct. Only one of the choices listed is correct. Place the number of the choice you make in the space provided at the right edge of the sheet.

1. To purchase meat wisely the manager must have a knowledge of (a) market trends, (b) how the meat is to be cooked, (c) The practices of the dealer. ( )

2. Meat which passes the USDA inspection is stamped (a) U. S. INSP'D, (b) U. S. FDA, (c) with a crest. ( )

3. Careful cutting by an experienced meat cutter is better because (a) purchasing cut meat is expensive, (b) purchases are made of what is needed, (c) the portions are standardized. ( )

4. Meat purchases depend on (a) proper selection, (b) production needs, (c) storage areas. ( )

5. The quality of the meat purchased is determined by the (a) portion yield, (b) legend, (c) keeping qualities ( )

6. For the manager to make decisions on food buying he must understand (a) his administrator, (b) a budget, (c) the facility. ( )

7. It is wise to follow up on receipt of goods because (a) deliveries are slow, (b) controls must be met, (c) orders are contracts. ( )

8. Carving is a food cost control in that it (a) aids portion control, (b) Simplifies accounting, (c) is done by someone who's thrifty. ( )

Completion Test Items

Fill in the blank or blanks with the word or words that make the statement correct.

1. To find cutlery quickly keep the drawers in an _____ arrangement

2. Store each item at the point of its _____ _____.

3. Check to see if efficiency can be increased by _____ _____ supplies and equipment.

4. The manager is always looking for _____ in methods.

5. When changes are made try them until they become _____.

6. To evaluate the study compare the _____ and the _____.

7. Store _____ items in front of each other.

8. _____ on the storeroom shelf save time.

9. The best flatware buy is _____ _____.

10. China can stand _____ temperatures.

11. Glassware should be washed at a _____ _____.

12. Multipurpose _____ save _____ _____ required in preparation and storage.

13. Store seldom used items in _____ drawers.

14. More drawer space can be made by adding one _____ _____.

15. Add more _____ _____ by using a _____ _____.

16. When lifting, hold the _____ _____ and bend the knees.

17. Hold the _____ close to the body.

18. Reaching for articles outside the maximum vertical arm reach is _____ _____.

19. Boys, too, need _____ _____ in the preparation and serving area.

20. Purchase cutting boards that are _____.

Matching Test Items

The words and phrases in the left-hand column are significant in connection with an expression in the right-hand column. Match them properly by placing the figure preceding the item in the left-hand column in the brackets at the right of the matching item.

1.	Circuits	a. Combine thoroughly	( )
2.	Motivate	b. Customers	( )
3.	Frustrated	c. Method	( )
4.	Sanitation	d. Main course	( )
5.	Cookery	e. Knives	( )
6.	Clientele	f. Execute a skill	( )
7.	Management	g. Wages	( )
8.	Maintenance	h. Cleanliness	( )
9.	Potential	i. Engaged in an occupation	( )
10.	Procedure	j. Possibility	( )
11.	Blend	k. Appliances	( )
12.	Entree	l. Currents	( )
13.	Cuisine	m. A body of employees	( )
14.	Cutlery	n. Food preparation	( )
15.	Performance	o. Upkeep of equipment	( )
16.	Equipment	p. Reduction in value	( )
17.	Fluorescent	q. Uneasy	( )
18.	Salary	r. The art of cookery	( )
19.	Employment	s. To advance in station	( )
20.	Personnel	t. Executive skills	( )
21.	Depreciation	u. Light	( )
22.	Supervise	v. Personal hygiene	( )
23.	Interview	w. Inspire	( )
24.	Promotion	x. Face-to-face meeting	( )
25.	Grooming	y. To direct or oversee	( )

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ANSWER KEY TO QUINMESTER POST-TEST

True-False Test Items

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. F
10. T
11. F
12. F
13. F
14. T
15. F
16. F
17. F
18. T
19. F
20. F

Multiple Choice Test Items

1. b
2. a
3. b
4. c
5. b
6. c
7. c
8. a

Completion Test Items

1. orderly
2. first use
3. rearranging
4. improvement
5. familiar
6. old, new
7. like
8. labels
9. stainless steel
10. high
11. high temperature
12. pans, frequent transfers
13. lower
14. under the work table
15. work space, food cart
16. trunk erect
17. weight
18. very tiring
19. head gear
20. nonporous

Matching Test Items

a. 11
b. 5
c. 12
d. 13
e. 14
f. 16
g. 18
h. 2
i. 15
j. 19
k. 23
l. 10
m. 17
n. 21
o. 3
p. 22
q. 4
r. 24
s. 8
t. 1
u. 25
v. 9
w. 7
x. 20
y. 6

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CARVING TECHNIQUES

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with the proper method and technique of carving different meats.

INFORMATION:

1. Carving a ham, leg of lamb, veal, fresh ham
   a. Fat side up
   b. Cut into shank end
   c. Second cut on slant
   d. Remove wedge
   e. Continue slicing at 30^{o} andle to bone
   f. Keep slices thin and even

2. Loin roast, rib roast of veal, lamb, pork
   a. Stand upright
   b. Cut downward between ribs
   c. Thinner cuts - slice near bone; meat between will be a slice

3. Standing rib roast of beef
   a. Set on largest end
   b. Cut under first rib near bone
   c. Slice meat from rib, inward
   d. Carve individual slices to desired thickness

4. Fillet of beef, saddle of lamb
   a. Set on board
   b. Slice thinly from wide end
   c. Make slices straight across meat
   d. Keep blade straight, drawing toward you as you cut down

5. Steak
   a. Cut off tail
   b. Take out bone, cutting down, cutting around it
   c. Hold knife diagonally
   d. Slice thick

6. Flank steak
   a. Starting on small end slice diagonally with the grain
   b. Make slices thin

(See Reverse Side of Sheet)

REFERENCES:

QUESTIONS:

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BEEF CHART

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with the retail cuts of beef - where they come from and how to cook them.

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VEAL CHART

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with the retail cuts of veal - where they come from and how to cook them.

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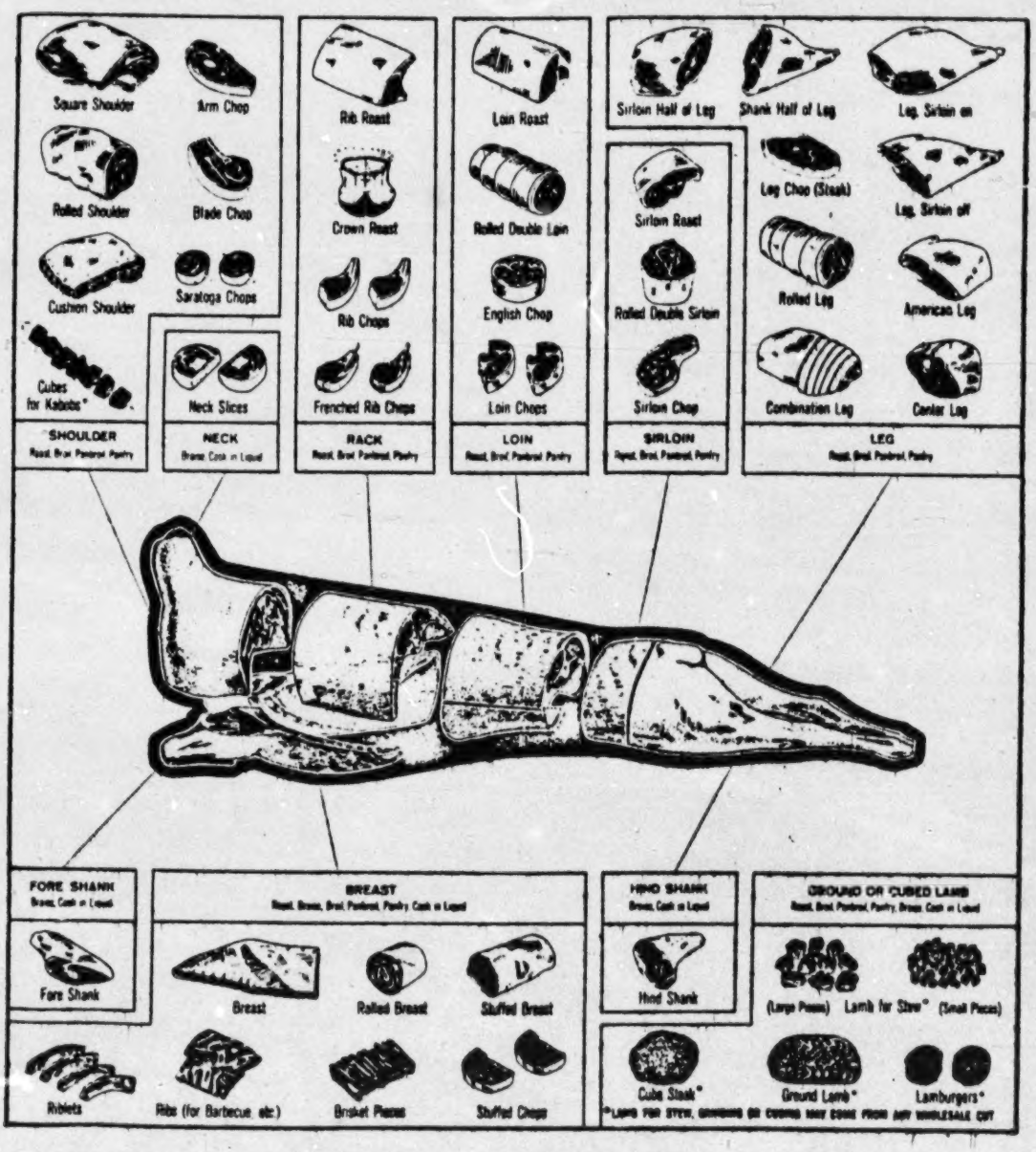
LAMB CHART

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with the retail cuts of lamb - where they come from and how to cook them.



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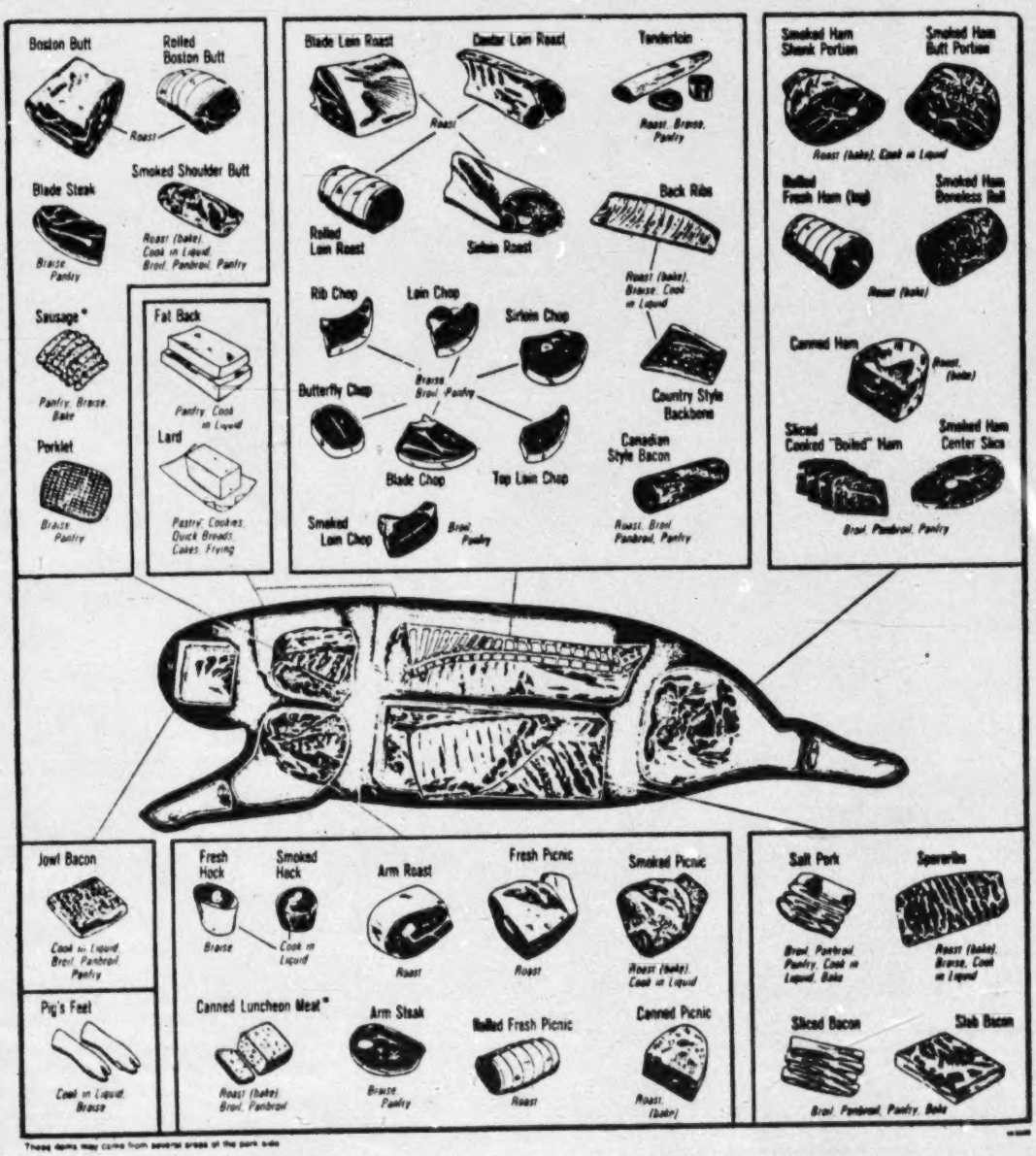
PORK CHART

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with the retail cuts of port - where they come from and how to cook them.



*These items may come from several areas of the pork side

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APPLYING FOR A JOB

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with information required in a resume.

A SAMPLE RESUME

Name: *Brown, John* Marital Status: *Single*
Address: *100 Maple Ave. Bayview, Ohio*
Telephone: *PE 1-3700* Age: *21-*

Education: *Graduate* ..... (Business or Trade School)
Graduate (or indicate how many years attended) .... University
Graduate .....(High School)

Service Record: *Entered Service* .....
Honorably discharged .....
Rank .....
Branch of Service .....

Work experience: ..... (List most recent job first. Indicate part-time positions where necessary)
.....
.....
.....

Occupational Goals:

It is my desire to obtain a full time position as _____. During my training with the _____ School, I received award(s) for _____ and _____. Pertinent skills I can offer are _____ and _____ _____.

My main interests in high school were _____ and _____ _____. In fact, I was able to work part-time at _____ as a result of having them.

I plan to marry this coming June, and have made arrangements to rent an apartment in the city.

I would like to be employed by your firm because it is a growing concern and offers me the type of job I would most enjoy, that of _____. If there are no openings in this area at the present time, I would be happy to serve in the capacity of _____ until I have proven myself.

References: ..... (List in same order as jobs held)
.....
.....

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THE MANAGEMENT PROCESS

DESIRED RESULTS AND OBJECTIVES:

1. To acquaint the student with some of the decisions required to be made in managerial positions.

EXAMPLES OF THREE KINDS OF DECISIONS

First-Level (broad decisions)	Second-Level (operating decisions)	Third-Level (performance decisions)
Location	Kind of detergent to buy	When to remove a hamburger from the griddle
Sanitation standards	Applicant's qualifications	How to make a soft-serve cone with a twist at the top
Menu	Inspecting deliveries	How to slice an onion
Personnel policy	Checking ad results	How to mop a floor
Food quality standards	Whether to fill in for absent employee	When to mop a floor
Advertising and promotion policy	Number of portions to produce	When to call a purveyor
Manager's role		
Rate structure		

Unconscious Factors Affecting Decisions

It is also helpful in thinking about decision-making to recognize the influence of unconscious factors. All of us make important decisions without being completely aware of the influences which directed them. The following chart illustrates how the unconscious mind interacts with the conscious mind in making a decision.

EXAMPLE OF THE DECISION-MAKING PROCESS

- The Problem: Is a particular location good for a restaurant?
- The Decision: "Yes" or "No"

CRUST OF RELUCTANCE TO RISK MAKING AN IMPORTANT DECISION

Conscious Level	Automobile traffic	Drainage features		Cost of lot
	Pedestrian traffic	Size of lot	Competition	Speed zone
Unconscious Level	Past experience with similar sites	Likes and dislikes for the neighborhood	Health of the person making the decision	How the site affects the person's picture of himself and his need for status and success

Mentally follow a cook through the preparation of an item which is frequently on the menu, for example, macaroni (Fig. 1).

material

equipment

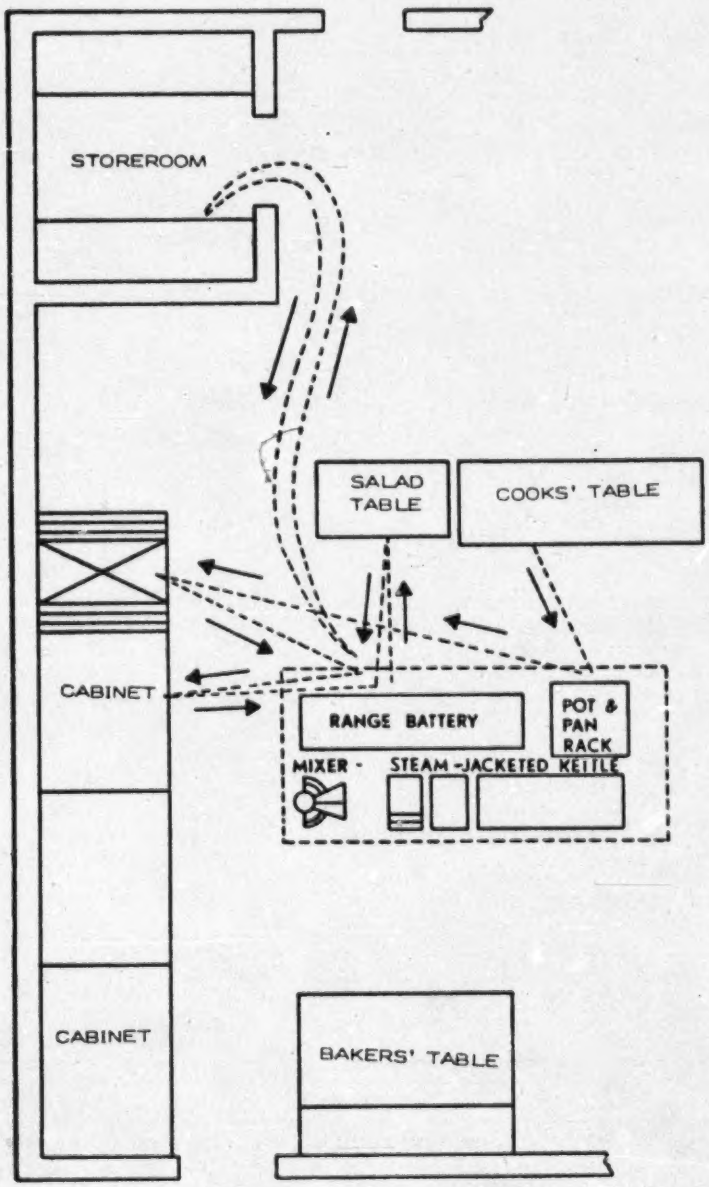

FIGURE 1

"EXIT INTERVIEW"

Date _____

Name _____ S.S. No. _____

Address _____ Time Card No. _____

Last Day Worked (or to work) _____ Time Card No. _____

REASON FOR SEPARATION (check)

QUIT	LAID OFF
( ) Has another job	( ) Lack of work, dismissed
( ) Work unsuitable	( ) Incompetence
( ) Family reasons	( ) Attendance
( ) To return to schooi	( ) Intemperance
( ) To return to self-employment	( ) Discipline
( ) Leaving city	( ) Misconduct
( ) To get another job	( ) Sick
( ) Unknown	( ) Continued absence
( ) Pay	

Statement of Employee

Statement of Superior

Remarks